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Teachers' strategies to cope with student misbehavior

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Abstract

The purpose of this study is to find out student misbehaviors in the classroom, study the strategies of the teachers to cope with them and suggest some ideas. The sample population comprises 869 teachers: 518 female and 351 male participants joined the study and the questionnaire was used to collect the data. The result of the data analysis indicates what sort of misbehaviors occurs in the class and what teachers do to thwart them. Besides, teachers encounter different misbehaving patterns related to their gender and teaching experience.

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Keyword: Teachers; gender; teaching experience; misbehaviors; coping strategies.

1. Introduction

It is inevitable that all teachers will encounter some sort of misbehaviors. Başar (1999) claims all sorts of behaviors that thwart education are called as unwanted behaviors. Their damaging effects are layers by layers ranging from most destructive to the least destructive ones. Misbehaviors in the class ruin the class atmosphere, the teaching process and prevent both students and teachers from achieving their aims and lead to the problems in time management. Misbehaviors in the class threatens both teachers and students.

When students are disruptive and off-task, learning ceases. When students ignore rules and challenge their teacher's authority, learning again takes a backseat. When students fight with one another and create a hostile environment filled with fear and uneasiness, learning is the last thing on anyone's mind (Sternberg & Williams, 2002).

Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction -arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities- (Brophy, 2006). To create a classroom environment in which there are clear and consistent rules and expectations, a necessary first step is to have the rules for the classroom posted and clearly visible for all students (Trussell, 2008). A perfect classroom management system does not exist. A class with no behavior problems can by no means be assumed to be a well- managed class (Slavin, 1997).

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We are looking at classroom management, manner, beliefs about classroom life and moral and intellectual goals for students, and classroom behavior that directly informs students of expectations for virtuous conduct (Richardson, 2001). Classroom management has a history of abuse, authoritarianism and paradoxes (Butchard, 1994).

There are a lot of approaches to cope with misbehaviors in the classroom, some of which are listed below: Gordon states that before deciding on a course of action in response to a problem, a teacher must decide who "owns the problem." If you own the problem, you must direct the student to solve the problem. If the student owns the problem, however, your role becomes one of providing a sympathetic ear and of helping the student find his or her own solutions. When you own the problem and must therefore create a change in the student's behavior, Gordon advocates use of a no-lose method to resolve the problem (Sternberg & Williams, 2002).

A Rogerian approach underscores the importance of teacher attitudes such as understanding, empathy and acceptance. The person-centred approach, where the student as the client is made responsible of his or her own behaviour, could be part of the solution. This could be the focus of an educational yet assertive discipline program (Gatongi, 2007).

Another approach to handling student misbehavior is to use an "I" message. An "I" message is a clear, direct, assertive statement about exactly what a student did that constitutes misbehaving, how the misbehavior affects the teacher's ability to teach, and how the teacher feels about the misbehavior. The goal of an "I" message is to effect a voluntary change in the student's behavior by appealing to the student's conscience and desire to do the right thing (Sternberg & Williams, 2002).

The behavior modification approach is little concerned with understanding the underlying problem and its remote causes. The focus, instead, is always on the deviant behavior and its modification. As for teacher techniques, the behavior modification approach stresses the teacher's need to direct, to control and to manipulate the classroom environment of the misbehaving student (Clarizio, Craig, & Mehrens, 1970).

Canter and Canter (1992), in a program called Assertive Discipline; call this strategy the broken record. Teachers should decide what they want the student to do, state this clearly to the student (statement of want), and then repeat it until the student complies. Assertive discipline giving a clear, firm, unhostile response to the student misbehavior. When all previous steps have been ineffective in getting the student to comply with a clearly stated and reasonable request, the final step is to pose a choice to the student: Either comply or suffer the consequences (Slavin, 1997). The assertive discipline has today taken the centre stage in managing the challenging pupil behaviour by holding pupils responsible for their own action. Such a proactive approach would help the teacher create a cooperative environment, where pupils learn to make the right choice of behaviour (Gatongi, 2007).

Lake (2004) claims that the most common classroom management design used in schools focuses on rewards and punishments. Under this approach, adults must control children's behavior because children are not capable of controlling themselves; adults must decide what is right and wrong for children because children are not capable of deciding right and wrong for themselves. However, controlling young children hinders their development of self-esteem and self-identity. Controlling young children may also reinforce the powerlessness they feel in adult environments and could stunt their growth toward equality. The act of controlling children is the act of oppressing children.

Restorative justice, "Restorative justice is a systemic response to wrongdoing that emphasizes healing the wounds of victims, offenders, and communities" caused by criminal behavior; parties with a stake in a specific offense resolve collectively how to deal with the aftermath of the offense and its implications for the future." Using this concept, everyone affected by an incident of misbehavior sits in a circle, where they have a chance to speak and to be an active listener. Restorative practices in schools include peer mediation, classroom circles to resolve problems, and family group conferencing, all involving face-to-face resolution to address the multiple impacts of a student's offending behavior. Those most affected by it play an important role in resolving the incident. Restorative practices place responsibility on students themselves, using a collaborative response to wrongdoing. Students are encouraged to both give and ask for support and are responsible for helping to address behavior in other students. This fosters a strong sense of community and a strong sense of safety (Chmelynski, 2005).

Creating a positive discipline classroom is a process of putting together parts of a puzzle. The parts of the puzzle are creating an atmosphere of caring based on kindness and firmness, dignity and mutual respect; using positive discipline classroom management tools; holding regularly scheduled classroom meetings; holding parent/teacher/student conferences; understanding the four mistaken goals of behavior; using the teachers helping teachers problem-solving steps and using encouragement. When all students are working (the class meeting) together respectfully, teachers don't have to act controlling. Teachers can create a classroom climate that is

nurturing both to self-esteem, through life-skills education, and to academic performance. Mutual respect includes mutual responsibility (Nelsen, Lott, & Glenn, 2000).

The ability to establish and maintain positive relationships with students, marked by caring, understanding and trust, has consistently been shown to foster student motivation and engagement. In identifying schools that ‘beat the odds’ by attaining higher than anticipated student achievement, quality interactions, marked by a deeply caring atmosphere and a unified sense of community, appear as significant factors that differ even from those schools characterized by respectful interactions. The educators still require strategies for interaction and conflict resolution strategies (Stemler, Elliot, Grigorenko, & Sternberg, 2006).

Judicious Discipline is a necessity for students to feel safe, to be protected against dangers and to show respect to other students; in the judicious discipline, student rights are guaranteed by the constitution and these rights urge students to respect one another's range of freedom. It provides students with the opportunity to make use of their own rights and responsibilities, besides creating a peaceful school climate, which allows other students a safe, healthy, and comfortable classroom (Kesici, 2008).

1.1. The purpose of study

The purpose of this study is to find out student misbehaviors in the classroom, study the strategies of the teachers to cope with them and suggest some ideas.

1.2. Research questions

The following research questions are tried to be answered consistent with the purpose of study.

1. Are there any statistically significant differences among student behaviours in terms of the teachers' genders and their teaching years?
2. Are there any statistically significant differences between the teachers' coping strategies and misbehaviours in relation to their gender and teaching years of the teachers?

2. Method

The study is descriptive and its population is the teachers at primary and secondary schools in Izmir and its sample population is 869 teachers: 518 (59.6%) female and 351 (40.4%) male participants who worked at primary and secondary schools in Izmir during the academic term of 2008-2009. The questionnaire was conducted to learn the genders, the teaching experience and fields of study of the teachers and to probe which misbehaviors they encounter in the classes and which strategies they use to cope with such behaviors. The data is analyzed through frequency and chi square tests. The significance level was set at $p < .05$.

3. Results (Findings)

Table 1 shows the percentages of male and female teachers in accordance with the problems they encounter in the classroom.

Table 1 The percentages of male and female teachers in accordance with the problems they encounter in the classroom.

Gender	Problems									
	Not listening to the teachers		Talking to each other		Avoiding responsibility		Dealing with the other things		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Women	317	43.4	324	44.4	140	19.2	221	30.3	428	58.6
Men	227	41.7	216	40.0	87	38.3	149	40.3	302	41.4
Total	544	74.5	540	74.0	227	31.1	370	50.7	730	100

Table 1 shows that students do not listen to the female teachers (43.4%) and prefer talking to each other (44.4%). Male teachers have the student misbehaviors such as avoiding the responsibility (38.3%) and dealing with the other things than the lesson (40.3%). χ^2 was conducted to understand whether there was a significant difference in misbehaviors in accordance with the gender of the teachers and it was found that there was no significant difference between them $p < .05$. Table 2 shows the distribution of the teaching experiences of the teachers in accordance with the misbehaviors.

Table 2. The distribution of the teaching experiences of the teachers in accordance with the misbehaviors

Teaching experience	Problems									
	Not listening to the teacher		Talking to each other		Avoiding responsibility		Dealing with the other things		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
1-5 years	226	31.0	215	29.5	68	9.3	28	17.7	281	38.6
6-10 years	125	17.2	122	16.8	61	8.4	91	12.5	174	23.9
11-15years	71	9.9	76	10.4	33	4.5	59	8.1	106	14.6
16-20years	53	7.3	56	7.7	30	4.1	37	5.1	72	9.9
21 and above	66	9.1	70	9.6	35	4.8	54	7.4	95	13.6
Total	542	74.5	539	74.0	227	31.2	370	50.8	728	100

Table 2 shows that the most problems are seen in the teachers with the least experience (not listening 31.0%, talking 29.5%, avoiding the responsibility 9.3%, dealing with the other things 38.6%). The teachers with the least problems are the most experienced ones. They have the teaching experience of 16-20 years (not listening 7.3%, talking 7.7%, avoiding the responsibility 4.1%, dealing with the others 5.1%). Those with 21 and more years of experience have less problems as well (not listening 9.1%, talking 9.6%, avoiding the responsibility 4.8%, dealing with the other things 7.4%). The more experienced teachers are, the less problems they encounter or the more effective they are in coping with misbehaviors. χ^2 was conducted to understand whether there was any significant difference between their teaching experience and student misbehaviors and their values are given below. Students do not care about teachers with 1-5 years of experience ($\chi^2 = 13.781$, $df = 4$, $p = .008$) and avoid the responsibility ($\chi^2 = 12.089$, $df = 4$, $p = .017$). However, there was no significant difference between students' talking to each other and the teaching experience ($\chi^2 = 8.055$, $df = 4$, $p = .09$) and between their dealing with the things in the class and the teaching experience ($\chi^2 = 3.153$, $df = 4$, $p = .533$). Table 3 shows the frequency of misbehaviors in terms of the gender of the teachers.

Table 3. The distribution of the teachers in relation to the frequency of misbehaviors

Misbehaviors	Gender	Disagree		Least		Medium		Most	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Aggression	Women	30	3.5	244	28.1	167	19.2	77	8.9
	Men	25	2.9	210	24.2	83	9.6	33	3.8
Talking loudly, odd behaviors	Women	18	2.1	106	12.2	189	21.7	205	23.6
	Men	18	2.1	92	10.6	132	15.2	109	12.5
Interrupting students and teachers	Women	14	1.6	62	7.1	176	20.3	266	30.6
	Men	12	1.6	60	6.9	145	16.7	134	15.4

Table 3 shows that students display more verbal and physical aggressive acts when they have female teachers ($\chi^2 = 17.373$, $df = 3$, $p = .001$); they talk more loudly and walk around the classroom more often and have more odd behaviors ($\chi^2 = 8.689$, $df = 3$, $p = .002$); and interrupt their friends and teachers more often ($\chi^2 = 15.209$, $df = 3$, $p = .002$). Table 4 shows the frequency of the student misbehaviors in relation to the teaching experience.

Table 4. The frequency of the student misbehaviors in relation to the teaching experience

Misbehaviors	Teaching experience	Disagree		Least		Medium		Most	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Aggression	1-5 years	18	2.1	155	17.9	120	13.9	32	3.7
	6-10 years	9	1.0	125	14.5	44	5.1	35	4.0
	11-15 years	8	.9	71	8.2	38	4.4	18	2.1
	16-20 years	7	.8	32	3.7	27	3.1	15	1.7
	21 and over	11	1.3	70	8.1	20	2.3	10	1.2
Cheating	1-5 years	10	1.2	89	10.3	20	15.4	93	10.8
	6-10 years	8	.9	67	7.7	133	9.2	58	6.7
	11-15 years	6	.7	37	4.3	80	5.7	43	5.0
	16-20 years	6	.7	22	2.5	49	3.5	23	2.7
	21 and over	18	2.1	44	5.1	30	4.2	13	1.5
Theft	1-5 years	42	4.9	262	30.4	36	2.1	3	.3
	6-10 years	36	4.2	148	17.1	18	2.4	7	.8
	11-15 years	18	2.1	106	12.3	21	.9	3	.3
	16-20 years	15	1.7	60	7.0	8	.6	1	.1
	21 and over	29	3.4	73	8.5	2	.2	6	.7
	1-5 years	13	1.5	91	10.5	154	17.8	67	7.7

	1-5 years	13	1.5	91	10.5	154	17.8	67	7.7
Resisting and disobeying	6-10 years	13	1.6	50	8.9	90	10.0	28	3.8
	16-20 years	4	.5	27	3.1	30	3.5	20	2.3
	21 and over	7	.8	53	6.1	29	3.4	22	2.5

Table 4 has the students showing more physical and verbal aggression with the least experienced teachers compared to the more experienced teachers ($\chi^2= 38.082$, $df= 12$, $p= .002$); they cheat more ($\chi^2= 46.286$, $df= 12$, $p=.000$); they steal more ($\chi^2= 30.593$, $df=12$, $p= .002$); they disobey their teachers more ($\chi^2= 25.080$, $df=12$, $p= .014$). The most experienced teachers have the least problems and the least experienced teachers have the most problems in the class. The second research question is probed in the Tables 5-6. The teachers' coping strategies with misbehaviors in relation to their gender and teaching experiences are shown in Tables 5-6. The teachers' coping strategies with misbehaviors in relation to their gender are shown in Table 5.

Table 5. The teachers' coping strategies with misbehaviors in relation to their gender

Strategies	Gender					
	Women		Men		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Ignoring	151	17.4	76	8.8	227	26.2
Eye contact	430	49.6	272	31.4	702	81.0
Verbal warning	288	33.2	186	21.5	474	54.7
Questioning	188	21.7	122	14.1	310	35.8
Modelling	170	19.6	139	16.0	309	35.6
Not caring	30	3.5	19	2.2	49	5.7
Changing the activity	108	12.5	55	6.3	163	18.8
Talking to the student	274	31.6	178	20.5	452	52.5
Contacting the counsellor or the Principal	338	39.0	199	23.0	537	61.9
Contacting the family	232	26.8	126	14.5	358	41.3
Punishment	75	8.7	80	9.2	155	17.9

Table 5 shows that 17.4% of the female teachers and 8.8% of the male teachers ignore the problem. 49.6% of the female teachers warn students through eye contact, 33.2% of them warn verbally, 21.7% of them ask questions to students; 31.4% of the male teachers use eye contact, 21.5% of them warns verbally, 14.1% of them ask questions to misbehaving students. 19.6% of the female teachers model the correct behavior, 3.5% of them ignore the misbehavior, 12.5% of them change the lesson plan, 31.6% of them give students more responsibility, 39.0% prefer talking students, 26.8% of them contact the principal, counselor and parents, 8.7% of them punish; 16.0% of the male teachers model the wanted behavior, 2.2% of them ignore, 6.3% change the lesson plan, 20.5% give responsibility to misbehaving students, 23.0% talk to students, 14.5% contact the principal, counselor and parents, 9.2% punish misbehaving students. The strategies used by teachers in relation to their teaching experience are in Table 6.

Table 6. The strategies used by teachers in relation to their teaching experience

	Teaching Experience										Total	
	1-5 years		6-10 years		11-15 years		16-20 years		21 and over			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Ignoring	106	12.3	48	5.6	33	3.8	16	1.9	23	2.7	226	26.2
Eye contact	244	28.3	181	21.0	116	13.4	70	8.1	88	10.2	699	81.0
Verbal warning	163	18.9	122	14.1	76	8.8	49	5.7	61	7.1	471	54.6
Questioning	122	14.1	72	8.3	58	6.7	21	2.4	36	4.2	309	35.8
Modeling the right behavior	112	13.0	62	7.2	39	4.5	38	4.4	56	6.5	307	35.6
Not caring	21	2.4	17	2.0	9	1.0	1	.1	1	.1	49	5.7
Changing the lesson plan	66	7.6	46	5.3	28	3.2	13	1.5	10	1.2	163	18.9
Talking to students	165	19.1	103	11.9	78	9.0	47	5.4	58	6.7	451	52.3
Contacting the principal and counselor	184	21.3	133	15.4	84	9.7	56	6.5	77	8.9	534	61.9
Contacting the parents	116	13.4	91	10.5	60	7.0	35	4.1	52	6.0	354	41.0
Punishment	47	6.3	57	6.7	33	3.9	11	1.2	6	0.8	154	17.7

Table 6 clearly displays that 12.3% of the teachers with 1- 5 years of experience, 5.6% of the teachers with 6-10 years of teaching experience, 3.8% of the teachers with 11-15 years of experience, 1.9% of the teachers with 16-20 years of experience and 2.7% of the teachers with 21 years and over ignore misbehaviors.

Table 6 shows that 28.3% of the teachers with 1- 5 years of experience warn students through eye contact, 18.9% of them warn verbally, 14.1% of them ask questions to students; 21.0% of the teachers with 6-10 years of experience warn students through eye contact, 14.1% of them warn verbally, 8.3% of them ask questions to students; 13.4% of the teachers with 11-15 years of experience warn students through eye contact, 8.8% of them warn verbally, 6.7% of them ask questions to students; 8.1% of the teachers with 16-20 years of experience warn students through eye contact, 5.7% of them warn verbally, 2.4% of them ask questions to students; 10.2% of the teachers with 21-above years of experience warn students through eye contact, 7.1% of them warn verbally, 4.2% of them ask questions to students. 13.0% of the teachers with 1- 5 years of experience model the correct behavior, 2.4% of them ignore the misbehavior, 7.6% of them change the lesson plan, 19.1% of them give students more responsibility, 21.3% prefer talking students, 13.4% of them contact the principal, counselor and parents, 6.3% of them punish. 7.2% of the teachers with 6-10 years of experience model the correct behavior, 2.0% of them ignore the misbehavior, 5.3% of them change the lesson plan, 11.9% of them give students more responsibility, 15.4% prefer talking students, 10.5% of them contact the principal, counselor and parents, 6.7% of them punish misbehaving students. 4.5% of the teachers with 11-15 years of experience model the correct behavior, 1.0% of them ignore the misbehavior, 3.2% of them change the lesson plan, 9.0% of them give students more responsibility, 9.7% prefer talking students, 7.0% of them contact the principal, counselor and parents, 3.9% of them punish misbehaving students. 4.4% of the teachers with 16-20 years of experience model the correct behavior, 1.0% of them ignore the misbehavior, 1.5% of them change the lesson plan, 5.4% of them give students more responsibility, 6.5% prefer talking students, 4.1% of them contact the principal, counselor and parents, 1.2% of them punish misbehaving students. 6.5% of the teachers with 21- over years of experience model the correct behavior, .1% of them ignore the misbehavior, 1.2% of them change the lesson plan, 6.7% of them give students more responsibility, 8.9% prefer talking students, 6.0% of them contact the principal, counselor and parents, 0.8% of them punish misbehaving students.

4. Discussion

This study shows that there are significant differences in misbehaviors in terms of the gender of the teachers, their experience, and their coping strategies. Teachers express that the most frequent misbehaviors are not listening to the teacher, students' talking to each other, avoiding the responsibility, physical and verbal aggression, walking in the class, displaying odd behaviors, cheating, stealing and challenging the teachers' authority.

Students do not listen to the female teachers and prefer talking to each other. Male teachers have the student misbehaviors such as avoiding the responsibility and dealing with the other things than the lesson. Students display more verbal and physical aggressive acts when they have female teachers; they talk more loudly and walk around the classroom more often and have more odd behaviors; and interrupt their friends and teachers more often, which shows that students do not care about the authority of the female teachers, which is corollary to the patriarchal society where man's standing is prominent.

Students do not care about teachers with 1-5 years of experience and avoid the responsibility, which can be explained through the lack of the experience of the teachers and that teenagers see the young teachers not as teachers but elder siblings and the puberty age is one of the most sensitive stages in the human beings, which make students vulnerable to the external factors.

Teachers' coping strategies are listed as warning, ignoring, using an eye contact, changing the lesson plans, asking questions, having a talk with the student in person, talking to the parents, cooperating with the student, rewarding the model behavior, praising and giving responsibility to the learners, all of these strategies show differences regarding the gender and experience of the teachers.

As seen in the Sadık & Hasırcı's (2008), Oblatka & Atias's (2007) studies, the results are similar to this study. Oblatka and Atias's important finding across all settings is that there was a tendency for female principals to adopt a democratic, participative style, whereas their male counterparts were more apt to display an autocratic, directive style. Both genders emphasized different purposes of school discipline. Male principals referred to school discipline as a means of enhancing effective learning, while women perceived it as an outcome of schooling, socializing pupils into values of honesty, courtesy and regard for others.

Beginning and experienced teachers encounter (different) problems in the classroom. Beginning teachers do experience the need to show more leadership and less uncertain behavior. According to the students, apparently their student teachers are not able to be convincing leaders. It appears that they have not yet found how to do this (Wubbels, Brekelmabs, Brok & Tartwijk, 2006). Expert teachers have a variety of strategies for dealing effectively with student misbehavior. Each student and each situation are unique, but in most situations certain strategies can be applied to

correct the misbehavior and allow everyone to return to meaningful learning (Sternberg & Williams, 2002). The test of discipline is whether or not the behavior of the group permits everyone to work effectively (Cronbach, 1963).

Fullan & Hargreaves (1991) state that we must ask and remind ourselves what values and goals are most important, what frustrates us most, and what we stand for. Locating and articulating our inner voice provide great sources of clarity and energy for transcending overload. The morality and practicality of improvement require that teachers locate this inner voice, that they listen to it seriously, and that they articulate it so as to make its power felt among their colleagues. One of the negative coping ways is punishment; and ignoring is another demoralizing strategy. Today it is accepted that kids who are punished do not feel any regrets because they think they have paid the dues.

Kohn assesses the reasons schools still utilize a system of discipline techniques that reward and punish: it is quick and easy; it obviously works to get temporary compliance; most of us were raised and taught in environments that were to some degree punitive, and we live what we know; it is expected of educators by parents and administrators; it makes teachers feel powerful; it satisfies a desire for a primitive sort of justice; we fear if students are not punished they will think they 'got away with something'; and punishment continues because teachers believe in a false dichotomy that either they can punish or they can do nothing (Lake, 2004).

Rewards that are used for good behavior include: verbal praise (excellent, well done, good boy/girl, yes, that's right/ correct, and the teacher's repeating of a pupil's answer in a positive), notes to parents, opportunities to show good work to others through presentations and display work around school.

Invariably positive feedback by teachers was positively correlated with compliant pupil behaviour as measured by pupil on-task behaviour, while negative feedback or disapproval showed a negative correlation with on-task behaviour (Swinson & Knight, 2007).

Students should be warned through eye contact, verbal gestures or questions and reprimands should not be demeaning. Students easily learn when they observe the role models and imitate their behaviors.

Galloway & Edwards (1992) state that by a 'developing' sense of their rights and responsibilities we imply simply that pupils' concepts of themselves and of their position in their family, school and society develop with age. How the concept of self develops is the school's responsibility as well as the parents', though tension is likely when parents and teachers differ in their views of the school's role.

Paoni (1997) says, classroom disruptions are to be handled using the following steps:

Step One- Talk with the student in private and proceed with the following process: a. Describe the behavior you observed. b. Explain the effect of the student's behavior on the class and/or you. c. Explore alternatives to the behavior observed and agree upon a plan of action. d. Implement plan of action for student improvement. e. Record in a manner of the teacher's choosing the procedures followed at this step. f. Inform student's guidance counselor for preventive action.

Step Two-Repeat the same procedures and explain to student that parents will be contacted by phone. Communicate to parents what has happened up to that time and ask the parents' help in implementing the plan to improve student's behavior. Set a specific date for a follow-up conference or letter. The teacher should help the parent(s) and student understand that it is the behavior that you want improved.

Step Three- Refer to administrative action with explanation and/or documentation of student improvement plan implemented. The last step is employed by female teachers more frequently.

Before discussions with parents about disciplinary issues, it is necessary to build a trusting and close relationship with parents. We need parents helping to coping the student misbehaviors.

5. Conclusions and Recommendations

Teachers know how to cope with such misbehaviors despite the fact they they encounter great range of discipline problems. Hence, the educators need to have new behavior management strategies to manage the students' negative behaviors within the classroom setting.

This study shows that teachers show different coping strategies in relation to the gender and experience. The most important issue is to prevent the discipline problems before they erupt, and this can be assured through the cooperation between the school management, family and teachers and most frequently used strategies are principle of least intervention: prevention (display enthusiasm, vary activities, keep students interested); nonverbal cues (eye contact, gestures, physical proximity or touching used to communicate without interrupting verbal discourse); praise of correct behavior that is incompatible with misbehavior; praise for other students; verbal reminders; repeated reminders and consequences (Slavin, 1997). Kağıtçıbaşı, Bekman, & Sunar (1991) suggests the following lists: showing the alternative way, stating that this behavior is not wanted, expressing your feelings, indicating your expectations, giving them choices, helping them to amend the unwanted behavior. To prevent the unwanted behavior in the classroom their suggestion lists may be used.

The students having unwanted behavior shouldn't be punished by traditional discipline strategies. Instead of these traditional discipline strategies the Rogerian Approach, Assertive Discipline, Positive Discipline, Judicious

Discipline may be used to prevent and to change the unwanted behavior of the students in the classroom.

To prevent misbehaviors mutual respect among the students and from the teacher to each student is absolutely necessary. It is essential for teachers to adopt the preventive discipline and constructive strategies. During these coping strategies students should feel good and see that they are cared for.

In addition to the discipline strategies recommended above Gordon's no-lose method may be used in the classroom where there is no loser. The concept behind the no-lose method is that resolving conflicts will be easier and more productive if neither you nor the student feels you are losing (Sternberg & Williams, 2002).

In many cases, particularly in dealing with older and more defiant students, group discussion is the only way that they can be reached. Classroom discussions can even counteract delinquent tendencies. They reflect a value system on which these children operate and to which the values of adult society are opposed (Dreikurs, 1968).

Instead of becoming angry, initiate a positive reaction to the discipline problem. At times, such as when safety is an issue, simply state what is going to happen-or, in other words, give a direct order. More often, however, attempt a reconciliation and joint solution.

No other time in history illustrates such a dichotomous view of children. The expansion of children's popular culture -including the media, video games, commercial products and a pervasive amount of television -has changed the way children experience their world, and has changed the way society views children (Lake, 2004). There is a great need for the development of new strategies and appropriate behavior change programs parallel to the changing conditions of the changing world.

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